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means of progress. School boards and public, the most intelligent as well as the most sluggish, can be taught, can be persuaded and led, albeit slowly and deviously, along the way of progress. Patience, perseverance, enthusiasm, a spirit of respectful conciliation, and the desire and expectation of co-operation, will help the superintendent and his cause over or around many an obstacle which would prove insuperable if attacked by more violent methods.

In spite of its defects, sincerely to be regretted, this book is the most readable, the most vigorous and original in style, the most thought-provoking, and, altogether, the most valuable book yet published on school administration. And it is only fair to close this review, not with adverse criticism, but with deep appreciation. Such appreciation can best be expressed by quoting, with full approval, two or three of the many suggestive, forceful, and inspiring passages: "In education, the purpose of democracy is to develop all the energies of all the people in order that, by becoming intelligent, efficient, and moral, they may all have life abundantly" (p. xvi). . . . "The true test (for grading and promoting) is not the superficial one of extent and accuracy of knowledge and of proficiency in expression, but the substantial one of energy, of motivation, of volition, of intellection, of self-control, and of self-direction. This subtler and truer test we must learn to make. . . . The determining principle becomes clear that the more we differentiate and integrate our schools and courses, and the more we distinguish, isolate, and group the different kinds of boys and girls, the more likely we are to educate. This principle cuts far below the two notions: that we should allow the boy to follow his bent, to develop himself where his power is; and the converse, that education is supplemental, makes strength out of weakness, straightens the bent, rounds out the circle, finds itself upon the truth that education has no external aim, no objective measures, no standards of authority, but is full of faith in the soul as its own mentor" (pp. 108, 109). . . . "The multi-millionaire father who educates his sons, though at great expense, does not thereby pauperize either themselves or himself. A multi-billionaire society that educates its youth thereby enriches itself. All the wealth of a nation is in its good citizens because the good citizens either add to the general wealth, or respect and protect it, or both. The costly citizens are the great criminals who live outside the law and the small criminals who are ground beneath the law. A true national education, universally enforced, would permit no criminal to develop" (pp. 129, 130).

F. E. SPAULDING

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The Control of Body and Mind. By FRANCES GULICK JEWETT. Boston: Ginn & Co., 1908. Pp. 267. \$0.60.

This is the fifth book in a series of textbooks on hygiene for schools, the others being *Good Health*, *Emergencies*, *Town and City*, and *The Body*. It has been felt for some years by the most thoughtful superintendents of schools and other students of education that the study of what has been called "physiology" in public schools has failed to accomplish what was expected of it; it has not given children the kind of knowledge of their own bodies which appeals to their interest, and it has not led them to take better care of their health. The

subject is usually disliked by pupils, not because it is intrinsically uninteresting to them, nor because it has been unskillfully taught; but chiefly because the wrong material has been presented by textbooks and teachers. Our textbooks, although called "physiologies," have dealt chiefly with anatomy, very little with physiology, and scarcely at all with hygiene. And what hygiene has been taught has been presented by book and teacher alike in dogmatic fashion, so that it became to the pupil a set of arbitrary rules for which he could perceive no reason, and which in consequence he had no motive to practice.

The only justification of this study in the curriculum of elementary schools is its practical bearing on the child's care of his own body. It is therefore not the facts of anatomy, nor even those of physiology, which should form the chief material to be taught, but the laws of hygiene and such reasons for them as the child can comprehend. Our textbooks should present a maximum of hygiene with the minimum of anatomy and physiology. This series of textbooks is the first series which carries out effectively this thought, and it seems to the writer that it carries it out with marvelous skill and with a freshness and suggestiveness wholly unequaled in textbooks on this subject before. The originality of these books strikes the reader at once from the fact that very little of the material which they contain can be found in other series of books on this subject written for schools; and no one will be impressed with this fact more than the teachers in our public schools, to whom much of this material will be as new as it will be to their pupils. This is so true that, it seems to the writer, our normal schools could not do better in training young teachers to teach this subject than to use these books as their texts, or in connection with their texts.

This fifth book deals exclusively with the nervous system. It explains those few facts of anatomy necessary to understand the functioning of nerve cells, and then discusses neural activity with special reference to health and conduct. Beginning with a preliminary explanation of sensation and movement, and the crude anatomy of the cerebrum, there is a chapter on the relation of brain work and blood supply to the brain, and another on the relation of muscular and nervous fatigue. These topics are presented in a most interesting, concrete way by describing the actual experiments of Mosso by means of which the original investigation was made. The children are in a position to draw their own conclusions from the facts and appreciate their full force. This method, indeed, is followed throughout the book, the author constantly going back to the great authorities and original sources and drawing on them freely for illustrative material.

Then succeed chapters on cell structure and cell division and on cell poisoning, in which the effects of alcohol on the nerve cell and on phagocytes are impressively taught. Fatigue, the physiology and hygiene of sleep, the hygiene of the sympathetic system, form each a separate chapter. These chapters are followed by a discussion in six final chapters of the relation of the nervous system to education and to conduct. The attempt has never before been made, so far as the writer is aware, to discuss in a school physiology the elementary facts of psychology and of morals in their relation to the nervous system, and yet this is done so clearly and so effectively by a constant appeal either to facts of common experience in the pupil's life or to facts of the laboratory already taught that one can hardly entertain any serious doubt as to

its feasibility or its practical value. The memory, attention, habit, choice, will-power, and suggestion are touched upon in these chapters.

Throughout the entire series, but especially in this final volume, the effects of alcohol and narcotics are taught in the light of the most recent investigations and with a practical effectiveness never before attained in a series of books of this kind. The teaching is concrete and inductive, the facts are placed before the pupil in so clear a way that he can readily draw his own conclusion. This volume may be rather difficult for pupils in the highest grade of the elementary schools who have not gone through the preceding books of this series. In such cases, the book would be found quite difficult enough for pupils in the first or second year of the high school.

This series will set the standard of school texts on this subject for the future, and will rehabilitate a study now in general disfavor both with teachers and with pupils.

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Zukunftspädagogik.—Berichte und Kritiken, Betrachtungen und Vorschläge
VON DR. WILHELM MÜNCH. Berlin: Georg Reimer, 1908. Pp. 373.

This work by Professor Münch of the University of Berlin affords the most comprehensive view we have of recent writings which have special reference to conscious planning for the future of education. Twenty-five writers, mostly Germans, are selected. Among these are Hugo Göring, Hermann Leitz (Emlohstobba), Ludwig Gurlitt (to whom much more space is given than to anyone else), Theobald Ziegler, Paul Natorp, Wilhelm Rein, and Georg Kerschensteiner. The Frenchmen represented are Edouard Desmolins (*L'Éducation Nouvelle*), Paul Lacombe, Pierre de Coubertin, Gustave Le Bon. There is only one woman in the book, Ellen Key, and but one representative of English-speaking peoples, John Dewey (*The School and Society*).

A second part discusses the problems of the future of humanism, the place of art in future educational schemes, the requisites in religious education, philosophical prerequisites, education in the family and in institutions, the education of women, specialization in universities, etc.

These sections formulate the author's conclusions, drawn from the very fair statements in the first part, about the various schools and theories of schools which are more or less in the public mind. At the close are ten pages of summary under thirty-eight heads. These show the necessity of a change in programme on account of the gradual increase in the accumulations of life's activities gained in one generation and passed on to the next; also that this change must take account of the balance between this race factor and the self-activity of the individual. Adequate provision for all classes must take account of special institutions for the more gifted in which there will continue to be place for the classics. Ability in all social classes should have opportunity, and only the fit should go on into higher schools. Little can be done, however, to limit the over-education of the less able children of the well-to-do.